

**~ WELCOME ~**

**Annual Data Collection  
(ADC) Training  
for  
School Year 2007-2008**



Thank you for taking the time out of your busy schedules to attend this training.

## Overview

- Why are we doing this?
- Why is ADC important?
  - Board of Public Education (BPE) - Accreditation
  - NCLB and Federal Reporting
  - Funding (Quality Educator )
  - 5-Year Planning
  - Sharing Data within OPI

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There are several reasons we need the non-fiscal data you submit via the ADC

First – your school's accreditation is derived directly from ADC.

No Child Left Behind and Federal reports are also dependent on the data.

The State Quality Educator payment is calculated using ADC data.

These all drive the planning process which include the 5YCEP and the Effectiveness Reports.

The OPI Website is a warehouse for shared data.

## Due Dates

To County Superintendent:  
Tuesday 10/16/2007  
To OPI Accreditation Division:  
Tuesday 10/23/2007

These dates are found in a bright yellow box in the upper left portion of nearly all paper forms and reports.

## **New for 2008**

- Student data information moved to AIM
  - HS Completers, Montana Dropouts
  - LEP, Immigrant, and Gifted Students
  - Disaggregated Enrollment and Attendance
- New questions:
  - Indian Education for All Montana
  - Technology Use
  - Distance Learning

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Student data collection used to be in ADC but now resides in AIM.

This includes completers, dropouts, Limited English Proficient, immigrant, gifted students, disaggregated enrollment and attendance.

New and expanded questions for Indian Ed, Technology Use and Distance Learning need to be answered completely.

# Annual Data Collection Packet

- Table of Contents
- Glossary of terms
- Staff Assignment Codes list
- ADC Overview
- Authorized Signatures and Checklist
- Preprinted Personnel forms

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The packets were sent to Authorized Reps in early September

Table of Contents - lists all the forms and reports included in this year's mailing.

Glossary of terms - definitions that aid understanding and help ensure data is entered correctly

Staff Assignment Codes (Used for Quality Ed, NCLB Highly Qualified Teachers, Spec Ed)

Overview of ADC process

Authorized Signature Sheet and Checklist - provides validation and accountability

Preprinted Personnel forms - samples of district and school level reports

Job Code list with definitions - district, school, coop levels \*\*\* Left out in error

## Where to Get More Information

- OPI Website: <http://www.opi.mt.gov>
  - Go to Programs & Services of OPI
  - Select Annual Data Collection<http://www.opi.mt.gov/adc/Index.html>
- OPI Knowledge Database (Get Answers)
- OPI Help Line - (406) 444-4050
- Tip of the Day

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There is a lot of information on our website.

Click on “Get Answers” (upper left by calendar) for the knowledge database

The OPI Help Line is an automated menu that allows a caller to identify the best person to answer a question.

The phone number is new this year – 444-4050!

## Getting Started With Citrix

- Install Citrix client software
  - See User Manual
  - Update if not used since June 1, 2007
- Username and Password
  - Mailed to Authorized Rep in June 2007
  - Password policy

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For Citrix Setup: Page 26 of User Manual

Getting Started: Go to page 3 of User Manual

The password letter is mailed to the authorized rep who is responsible for protecting and/or sharing it as needed.

If you lose your password - we can mail a new letter but we can't give it out over the phone or fax it.

Policy requires the password to be changed every 60 days.

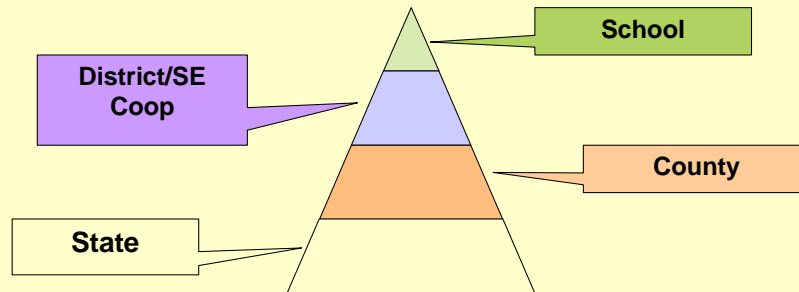
To accomplish that, you will append different letters to the end of the core password we sent:

SO – September/October, ND – November/December, JF – January/February

\*\*\*\* Have a list of usernames/passwords for each site \*\*\*\*

## User Level

- What level of user are you?
- Your user level determines which menu options you can see



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Your user level is determined by your username.

The graphic illustrates a widening (or narrowing depending on your perspective) of the scope of data available.

If you have an 'SC' username, you will only be able to work with your school.

However, if you have an 'LE' username, you'll come in at the district level and be able to access all the schools in your district.

County Superintendents will be able to see all the districts and schools for which they are responsible.

Only certain OPI staff have statewide access.



## User Level Cont'd

**Select Your County, District, System, Coop or School**

Step #1: Select a School or District Below.  
Step #2: Click on the Get Started button to work with your selection -->  
You can return to this screen at any time by pressing the Select button.

**Working at the District Level with District Wide Data.**

School Year:	2007-2008	Codes:	
County:	Beaverhead		01
System or Coop:	Dillon Elementary		0199
Legal Entity:	Dillon Elem		0005
School:	All Schools		%

This screen shows you what selection options are currently set and are based on your user id. You can modify any of the white fields. Selections here will determine what forms and reports as well as data you can work with.

frmSetGlobalDefaults

Click here to proceed

Select school via dropdown

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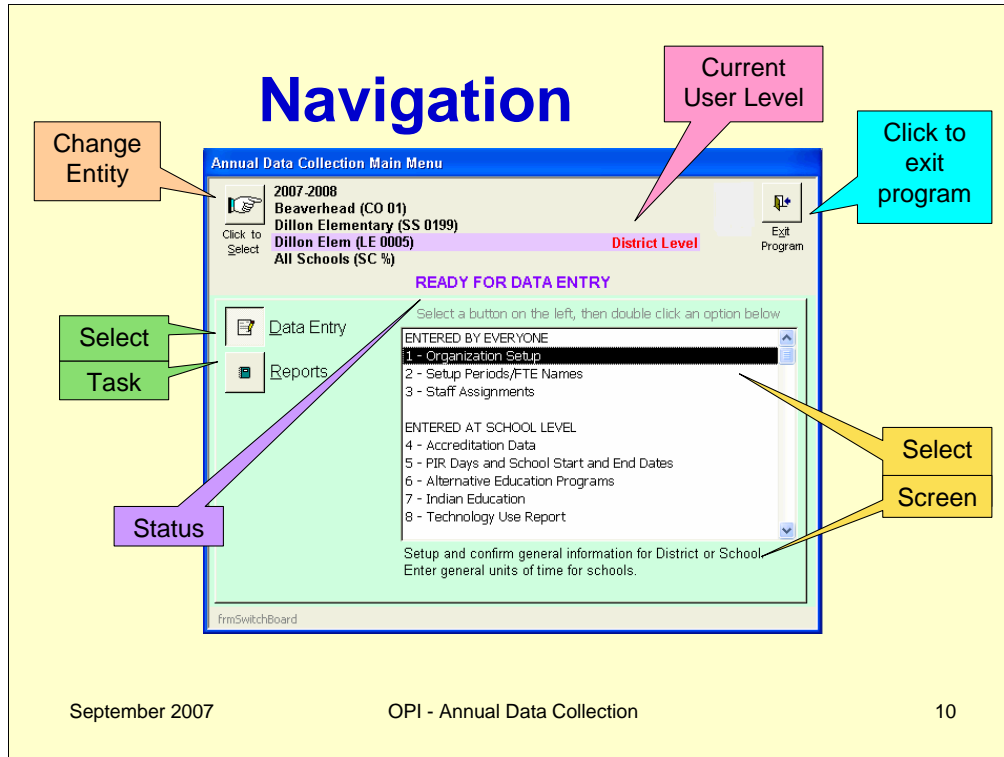
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Note any greyed out areas limiting access (based on your user level)

To select specific entities, use the dropdown arrow and pick one from the list.

When you are ready, click on the Get Started button (✓)



From the Main Menu, you are able to:

Select a task (either Data Entry or Reports)

Select a screen (double click to select – single click to show description)

Change your entity (district, school, etc.)

Exit

## **Main Menu - Data Entry**

- Items on the ADC Main Menu are numbered in the order in which you should select them.
- Type your answers or select from the dropdown lists.
- Navigate between fields by using the 'Tab' or 'Enter' keys ~ or use your mouse.
- The 'Esc' key will undo your last change and return the page to its previous state.

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The items in the Data Entry menu are numbered in the order you should select them.

There are 12 data entry menu items organized by user level.

Complete all the data entry items that apply to your level of user.

For all data entry, type in your answers or select from the dropdown lists.

You can move from field to field on any screen by using the Tab or Enter key, or use your mouse to click on a field.

If you make a mistake or get stuck in a form, try using the 'Esc' key.

The Esc key will undo your last change and return the page to its previous state.

From there, you can either correct your mistake or exit the form.

# Organization Setup

**Setup Organizations**

2007-2008  
 Beaverhead (CO 01)  
 Dillon Elementary (SS 0199)  
 Dillon Elem (LE 0005)  
 All Schools (SC %)

Click to Select

District: Dillon Elem

Status of Processing for this Organization: Ready For Data Entry

Instructional Program Offered: Elementary Program (EL)

Enter this school's Aggregate Hours per year for meeting Accreditation Standards.  
 1080

**Minutes per day of pupil instruction or administrative activity. Do not include passing time, unstructured recess, or lunch.**  
 Full Days: 346 Partial Days: 180

**Minutes per day of passing time.**  
 Full Days: 29 Partial Days: 15

**Days per year of pupil instruction.**  
 Full Days: 170 Partial Days: 6

Calculated aggregate hours per year for meeting Accreditation Standards. 1082.00

Notes:

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Enter your school's total Aggregate Hours per year.

Enter the number of minutes of pupil instruction time in a full day and the number of minutes in an average partial day.

Enter the minutes per day of passing time for a full day and for an average partial day.

Enter the number of full days and partial days of pupil instruction for the 2007-2008 school year.

The blue box will be automatically computed => an error message is displayed if the number is <1080 or not close

\*\*\*If you enter fewer than 1080 hours, you will be prompted to go back and correct.

Use the white comment box at the bottom of the page for any notes or explanation you feel would be helpful.

If you are entering data as a district, your number of minutes per day and days per year should reflect the assignments of the people with district level job codes.

Click on the 'Close Form' button (the door in the upper right-hand corner) to exit the screen and return to the Main Menu.

## Set Up Period/FTE Names

- Data rolled forward from last year
- “Heart” of all calculations
- Check for accuracy:
  - FTE units should add up to 1.0
  - Must reflect the current school day
- Cannot delete a Period/FTE if assigned to a current teacher record
- See last page of Overview
- See Personnel form in packet

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**FTE** or full-time equivalent refers to the number of hours of work normally required in a full-time position.

An **FTE Unit** is a portion of a full-time position dedicated to a specific job assignment.

For example, a full-time principal would be assigned 1.000 FTE. If you have a person who acts as school counselor for  $\frac{3}{4}$  of the day and librarian  $\frac{1}{4}$  of the day, that person would be assigned 0.750 FTE for the school counselor job code and 0.250 FTE for the librarian job code.

For a departmentalized teaching staff (i.e., Junior High, 7-8 schools, Middle Schools, and High Schools), you will need to define a time unit for each period of the day. You must create an FTE unit for P-1, P-2, P-3, etc. We need to collect grade low, grade high and student load for each period of the day, so a full-time high school English teacher cannot be assigned 1.000 FTE.

# Period Names/FTE Calculator

**Period/FTE Names for Organization**

Dillon Elem

FTE is the "full-time equivalent" which is the number of hours of work normally required in a full-time position.

Period/FTE Name	FTE
0.250 FTE	0.250
0.500 FTE	0.500
1.000 FTE	1.000
P-1 Sem-1	0.167
P-2 Sem-1	0.167
P-3 Sem-1	0.167
P-4 Sem-1	0.167

ImFileUnit Work with Selection Add a New Period/FTE Delete Selection

**Naming wizard**

**Period/FTE Calculator**

To use calculator: Enter the number of minutes and days for a specific period or assignment in the numerator. Enter the school's total minutes and days in the denominator. Press Enter, the FTE box will show the correct decimal.

Use this section if you are calculating percentage FTE. FTE for a block schedule in FTE for periods of different lengths.

1,000 FTE =  $\frac{45 \text{ Minutes Per Day} \times 180 \text{ Days Per Year}}{360 \text{ Organization Instructional Minutes Per Day} \times 180 \text{ Days Per Year}}$

Example:  $0.125 \text{ FTE} = \frac{45 \text{ Minutes Per Day} \times 180 \text{ Days Per Year}}{360 \text{ Instructional Minutes Per Day} \times 180 \text{ Days Per Year}}$

For a daily schedule where the periods are equal in length and meet all year long, enter one (1) in the numerator and total periods in the denominator. Press Enter to calculate FTE for each period.

0.167 FTE =  $\frac{1 \text{ Period(s) Per Day}}{6 \text{ Total Periods in Teaching Day (including Prep)}}$

Example:  $0.167 \text{ FTE} = \frac{1 \text{ Period(s) Per Day}}{6 \text{ Total Periods in Teaching Day (including Prep)}}$

**FTE calculator**

- Time units
  - Percentage
  - Period

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To modify an existing time unit, select it and click Work with Selection, or double click on the time unit.

To add or delete FTE units, choose the appropriate button.

Choose whether this time unit will be described as a Percentage or as a Period:

## If you choose Percentage FTE:

Step 1 - Enter the decimal equivalent for this assignment in the FTE field.

The wizard will name the FTE unit to match the decimal you entered and display it in the blue box.

Step 2 - Click on Save and Exit to return to the previous screen.

## If you choose Period:

Step 1 - You will be prompted to enter a number for the period. Click OK or press Enter.

Step 2 - Indicate which days of the week this period meets by typing in the initial letters for the days.

Use R for Thursday. If you have A and B days, type A or B. Press Tab or Enter.

## Staff Assignments

Used for:

- Accreditation
- NCLB Core Academic Subjects for Highly Qualified Teachers
- FTE counts
  - State Legislature
  - Federal Reporting
- State Quality Educator Payment
- Special Education Reporting
- See handout “Annual Data Collection Staff Assignment Codes”

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Reported at District, School, and Coop (SE)

Enter assignment ONLY for the user level at which you are working.

## **Staff Assignments Cont'd**

- Data rolled forward from last year
- Remove assignments for staff no longer employed at your school or district
- Ensure all staff are assigned to appropriate assignment code with correct FTE units
- Report all staff by employer
- Break staff out between special and general education assignment codes
- FTE Reports can help you review staff FTE when you are done

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What you see on screens should be same as preprinted forms

Special Ed, Title I – report the maximum number that you work with at one time



## Assignment / FTE Note

**Note:** If you have a new staff member who taught at another Montana school last year, the FTE from his/her previous assignment will still be attached to that person's record until the previous school district goes into this program and deletes it. You may get a message box telling you the person is over 1.00 FTE and asking if you want to fix the problem. **As long as the person has 1.00 FTE or less at your school, you can ignore this warning.** The issue will be resolved when all the data entry for the state is complete.

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Previous assignments may cause error message (>1.00 FTE)

OK if less than 1.00 at current school



## Working with Assignments

- Assignment by Person – shows detail of selected assignment(s)
- Transfer Assignments – give a previous staff person's assignments to a new person
  - ❖ Once this process is complete, the original person is deleted
- Add Person –first perform search to ensure no duplicates (last name, folio number\*, SSN\*, license number) \*most accurate
  - ❖ Save your work!!
- Delete Person – No UNDO

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Details for buttons on bottom of Assignment Summary Screen

## Quality Educator (QE) Payment

- Legislative Changes:
  - Licensed Psychologists and Social Workers have been added to the QE legislation

AssignmentCode	Description	OrganizationLevel	LicenseRequired
SP32	Licensed Psychologist without Educator License	SCHOOL	PL
▶ SP32	Licensed Psychologist without Educator License	SECOOP	PL
SP33	Itinerant Licensed Psychologist	SECOOP	PL
SP35	Social Worker, General Education	SCHOOL	PL

- Increases in amount received per FTE
  - FY 2008: \$3,036 per licensed educator or other professional
    - Based on FY 2007 ADC Staff Assignments
  - FY 2009: \$3,042 per licensed educator or other professional

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FTE for Educational Psychologists with Educator Licenses were included in the past.

Now, Licensed Psychologists without Educator Licenses will also be included.

Previously, the amount was \$2,000 per educator.

Amount goes into the district general fund, it is not intended to go directly to the educators/professionals.


## Quality Educator Cont'd

- Some job codes are included in the QE payment and others are not (see list)
  - Note: Those coded as Other professional staff (SE31 and SE32) are not included in the QE payment
- OPI verifies licenses using:
  - OPI Educator Licensure database
  - Montana Department of Labor and Industry, Business Standards Division professional license databases
- Licenses must be valid on 12/1/2007 for staff to be included in calculation of QE payment.

## QE Payment Report

- After completing updates to ADC staff assignments, please review the QE payment report called “ADC District FTE” (but not until the next morning -- it is updated with most recent assignments nightly).

<http://data.opi.mt.gov/QualityEdFte/Default.aspx>



The screenshot shows a web browser window with the address bar displaying "http://www.opi.mt.gov". The page header includes the OPI logo and the text "Montana Office of Public Instruction". Below the header is a navigation menu with links: "Get Answers", "Parents", "Ed Data", "Indian Ed", "IRIS", "Jobs", "Licensing", "Ed News", "METNET", and "NC". A secondary menu contains links: "NCLB Report Card", "Measurement & Accountability", "e-Grants", "AIM", "Search", and "ADC District FTE". The main content area is titled "OPI ADC District Fte". It features a dropdown menu labeled "Select a District" with "Absarokee Elem" selected. Below the dropdown are two buttons: "Get Report" and "Get Job Codes Listing".

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You must disable pop-ups in your web browser. Select your district from the list.

## Instructional Paraprofessionals

- School level
- NCLB “Highly Qualified” applies to Title I paras and ALL paras at Title I school-wide schools
  - Two or more years of higher education
  - Associate degree
  - Academic assessment
- **If you have not done this already: Update the Para qualifications** in ADC for 2007-08 Federal reporting
  - Last year many paraprofessionals were reported in ADC without any qualifications
  - Funding – Job codes
    - Title I => PP02
    - Special Education => SE25
    - General => PP01

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Instructional paraprofessionals will be reported on the School Level Personnel Form.

Title I instructional paraprofessionals (PP02) currently reported in the ADC and any newly added Title I instructional paraprofessionals must reflect highly qualified status, if they qualify, by reporting them with either: two or more years of higher education, an associate degree, or academic assessment. Federal reporting requirements for 2007-08 include the reporting of these data.

If the school is designated as a Title I school-wide school, all instructional paraprofessionals (SE25 and PP01) must also meet the Title I highly qualified paraprofessional requirements.

The qualifications can be added to the personnel record for an instructional paraprofessional by choosing Work With Person and then Update Person. The qualifications are listed on the License Type pull-down menu.

Any instructional paraprofessionals who are paid with Title I funds should have a job code of PP02, and those paid with Special Education funds should have a job code of SE25.

Data entry for instructional paraprofessionals is the same as for any other staff. Paraprofessionals are in the personnel database if they have worked as a paraprofessional in the past five years. If they are not already on the list, you will need to add these people to this list before you can assign them job codes and FTE. Be careful not to add a person who is already in the list. See the ADC Manual section titled *Add a New Person Not Found in List*.

## Licensed Professionals

- Report all staff employed or contracted to provide special education services
- Department of Labor Licensing Database
  - Check that correct license from the DOL licensing database has been entered for all Licensed Professionals
  - Defaults to Female and White; please change as needed

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If you are entering non-certified staff, either for a school or for a coop, you need to include the type of additional qualifications for the staff person and the license number, if any.

Paraprofessional:

Type name, gender and race

Select the appropriate additional qualifications from the License Type drop down list.

Licensed professional:

Select License Type

Use the Find box to filter the names in the License Info dropdown list.

Choose the name and license number from the License Info dropdown list (alpha by last name)

The Gender and Race fields are pre-filled with default values; you must change those if they are not correct.

OPI doesn't require license information for accreditation purposes; however, NCLB requires instructional paraprofessionals to meet certain educational criteria.

Some licensed professionals qualify for quality educator payments. In those cases, the license number from the License Info dropdown list must be selected before payment applies.

When finished, click Save and Exit. The person's name should now appear in the previous list. Select the name from the list and choose Work with Person to add assignments for this person.

**The Exit without Saving button removes the name, gender and race, but License Type and License Info must be physically deleted or they will be saved even if you choose Exit without Saving.**



## Accreditation Data

- Certify to Board of Public Education that school is meeting applicable accreditation law.

Select  
Individual  
TABS or  
click on  
“Next”

The screenshot shows a web-based form titled "Accreditation Data". At the top, it lists the school year "2007-2008" and the entity "Beaverhead (CO 01)". Below this, there are three "Click to Select" buttons: "Dillon Elementary (SS 0199)", "Dillon Elem (LE 0005)", and "Dillon Middle School (SC 0008)". A row of tabs is visible, labeled "I A", "B 1-2", "B 3-5", "B 6-7", "B 8-9", "B 10-12", "C", and "II". The "I A" tab is currently selected. Below the tabs, there is a question: "A. If previously noted for the 2006-2007 school year, have deviations been corrected for this school? If no, provide the explanation or a plan of correction in the text box below." There is a large text input area for the answer.

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This screen collects the information used to determine school accreditation status. There are lettered and numbered tabs allowing for easy data entry.

You must respond to every question. For each general question, you may respond with either a Yes or No. Type your answer in the appropriate space or choose from the dropdown list. Each general question has additional questions for further clarification. Type your answer in the space provided or select the checkbox when appropriate.

Do not include information about alternative education program sites when answering questions on Tab C about off-site locations. Alternative education program information is collected on a separate form.

You can move through the form by pressing the Tab key or clicking the Next button. If you want to go to a specific page, click on the page tabs located under your entity name.

Alternative Standards approved by BPE will be listed on Tab II. You cannot change the Approved Variances or Alternative Standards. Applications for Alternative Standards (new or renewal) must be sent to the OPI for BPE approval.

If you have any questions about the information that appears on Tab II, please contact the Office of Public Instruction.

Details:

Tab I. A collects correction plan information if deviations were noted in the previous year.

Tab B 1-2 collects administrative and teacher assignment information.

Tab B 3-5 collects information pertaining to internships, library media specialist

## PIR Days and School Start and End Dates

- Certify number of PIR hours for funding purposes
- Inform OPI specialists what training is being conducted in schools

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This screen collects information about Pupil-Related Instruction activities: dates, types, and hours.

If you are doing the data entry for all schools in your district, and the PIR dates are the same for all of them, you can avoid duplicate data entry.

Enter the PIR dates for one school in the district, then select [Click to copy these PIR days to all schools in the district.](#)

Click Yes at the prompt; you will get a message box when the process is complete.

Details:

Enter the first and last days of school for pupils.

You must answer the professional development committee question.

Enter each PIR day of your calendar on a separate row.

Each PIR entry needs a date, an Activity Code (choose from the list), a brief description of the activity and the number of PIR hours for that activity.

Example: 10/18/05 PD Speaker: Mainstreaming in Math classes 6

If you have two or more different Activity codes for the same date, enter each activity on a separate row.

Example:

08/25/05 SO New staff orientation 3

08/25/05 PD Planning for the new CRT 3

To remove a PIR day, select that date and click the red **X** at the end of the row.

# PIR Form

**PIR Form**

2007-2008  
 Beaverhead (CO 01)  
 Dillon Elementary (SS 0199)  
 Dillon Elem (LE 0005)  
 Dillon Middle School (SC 0008)

Click to Select

Activity Codes	Totals
PD = Professional Development (18 hours, in no less than 2-hour blocks) (ARM 10.55.714)	18
PT = Parent Teacher Conference (ARM 10.65.101.1(c))	8
RK = Record Keeping (Total of 6 hours allowable in no less than 2-hour blocks)	3
SO = Staff Orientation (Must be held prior to student attendance and in no less than 2-hour blocks)	3
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Click for More Instructions  
 Click to See Example

Please provide the following information for the school year beginning July 1 for the year 2007-2008

1. First day pupils attend school: 09/04/07
2. Last day pupils attend school: 06/10/08
3. Does your district have a professional development committee? (ARM 10.55.714(3)) Yes

Date	Activity Code	PIR Activity Description	PIR Hours
08/31/07	SO	Staff Orientation	3
09/30/07	PD	mentor training	6
10/15/07	PD	mea-mft	6
10/16/07	PD	mea-mft	6

Click to copy these PIR Days to all schools in the district

frmPIR

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Enter the dates of the first and last days of school for pupils.

You **must** answer the professional development committee question.

Enter each PIR day of your calendar on a separate row.

PIR entry needs: date - Activity Code (choose from the list) - brief description of the activity - number of PIR hours for that activity.

If you have two or more different Activity codes for the same date, enter each activity on a separate row.

To remove a PIR day, select that date and click the **red X** at the end of the row.

The "Click for More Instructions" gives more details about the requirements and limits for PIR including # hours/activity

If you are doing the data entry for all schools in your district, and the PIR dates are the same for all of them, you can avoid duplicate data entry. Enter the PIR dates for one school in the district, then select **Click to copy these PIR days to all schools in the district**. Click **Yes** at the prompt; you will get a message box when the process is complete.

Some fields have edits that will cause an error message to be displayed => and you will not be able to continue until corrected.

Sorry, there are only 24 hours in a day.

You have entered less than 42 PIR hours. Districts may receive funding for up to a total of 7 PIR days or a maximum of 42 hours. Would you like to go back and review your entries?

The value you entered isn't valid for this field. For example, you may have entered text in a numeric field or a number that is

larger than the FieldSize setting permits.

Sorry, date school ends must be between 7/01/07 and 6/30/08.

Sorry, First day pupils attend school must be between 7/01/07 and 6/30/08.

## Alternative Education Programs

- Gathers information on what types of alternative schools are available for inclusion in the OPI central database.
- Helps the OPI answer questions about alternative programs

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This screen identifies which districts operate alternative education programs to serve at-risk students and gathers specifics about these programs.

A reminder: in past years, alternative education sites were included with off-site locations on the Accreditation Data form.

This year they are collected as two separate counts.

Do not include alternative education program information when answering off-site location questions on the Accreditation Data form.

If your school operates an alternative education program for at-risk students, you must answer all twelve questions on this form.

If the answer to question 1 is No, you will not see the rest of the questions.

Choose your answer from the dropdown lists, when available.

Use the Tab or Enter keys to move through the fields, or use your mouse to select the next question or tab.

# Alternative Education Programs

The screenshot shows a web-based form titled "Alternative Education Programs". At the top, it displays the school year "2007-2008" and a list of schools: "Beaverhead (CO 01)", "Dillon Elementary (SS 0199)", "Dillon Elem (LE 0005)", and "Dillon Middle School (SC 0008)". Below this is a navigation bar with "Questions 1 - 5", "Questions 6 - 7", and "Questions 8 - 12". The main content area has a green background and contains a "Purpose" statement: "The purpose of this data collection is to identify which districts operate alternative education programs to serve at-risk students and gather identifying information about these programs. For OPI reporting purposes, an alternative education program is a 'restructured' academic program to serve at-risk students and operated within an accredited public school." Below the purpose statement are five numbered questions, each with a dropdown menu. Question 1 asks if the district operates an alternative education program to serve at-risk students, with a "Yes" dropdown. Question 2 asks where students are served, with a dropdown showing "On school campus". Question 3 asks if graduation requirements are modified, with a "No" dropdown. Question 4 asks if attendance requirements are modified, with a "No" dropdown. Question 5 asks if personnel job codes AR01 (At-Risk) or OT (Other) are used, with "Yes" and "No" dropdowns. A "Next" button is at the bottom right. The footer of the form says "frmAltEdPrograms".

**Alternative Education Programs**

2007-2008  
Beaverhead (CO 01)  
Dillon Elementary (SS 0199)  
Dillon Elem (LE 0005)  
Dillon Middle School (SC 0008)

Questions 1 - 5 | Questions 6 - 7 | Questions 8 - 12

**Purpose:** The purpose of this data collection is to identify which districts operate alternative education programs to serve at-risk students and gather identifying information about these programs. For OPI reporting purposes, an alternative education program is a "restructured" academic program to serve at-risk students and operated within an accredited public school.

1. Does your district operate an alternative education program to serve at-risk students? Yes

2. Which choice below best describes where the students are served? On school campus

3. Do you modify graduation requirements (as provided in ARM 10.55.906 (3) & (4)) for the students served in this program? No

4. Do you modify attendance requirements for the students served in this program? No

5. When reporting personnel assignments for the Annual Data Collection, do you use personnel job codes AR01 (At-Risk) or OT (Other) to describe any of the personnel working in the alternative education program? AR01 (At-Risk) Yes OT (Other) No

Next

frmAltEdPrograms

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Choose your answer from the dropdown lists, when available.

Use the Tab or Enter keys to move through the fields, or use your mouse to select the next question or tab.

## Indian Education

- New questions for 2007-2008
- Helps the OPI understand efforts to implement Indian Education for All law, assist in the staff development, and offer technical assistance where needed.
- Collect resources, professional development, and teacher/administrator knowledge
- Document uses of FY2008 Indian Education and American Indian Achievement Gap funding

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This form asks you to provide information about your school's implementation of Indian Education For All and what your school's needs are regarding Indian Education For All.

It also asks you to explain how you spent the 2006-07 Indian Education For All appropriation and how you plan to spend the 2007-08 Indian Education For All and Indian Student Achievement appropriations.

The text of the law has been included on the first page of this form for convenient reference.

Use the Tab or Enter keys to move through the fields, or use your mouse to select the next question or tab.

Choose your answer from the dropdown lists, when available.

For questions F, G, I, K and L if you choose 'No' or 'None,' all the other answers for that question will be hidden.

# Indian Education

The screenshot shows a web-based form titled "Indian Education". At the top, it specifies the school year "2007-2008" and lists three schools: "Beaverhead (CO 01)", "Dillon Elementary (SS 0199)", "Dillon Elem (LE 0005)", and "Dillon Middle School (SC 0008)". Below this is a tabbed interface with tabs for "Law", "Board Policy", "Curriculum And Instruction", "Professional Development", "Needs", "Other", and "Student Achievement". The "Board Policy" tab is currently selected. The form contains a "Purpose" statement and four questions (A, B, C, D) with dropdown menus for answers. Question A asks if the district has a board-approved policy about implementing MCA 20-1-501, Indian Education For All, with a "Yes" dropdown. Question B asks for a rating of board member(s)' knowledge of MCA 20-1-501, Indian Education for All, with a "Medium" dropdown. Question C asks for a rating of administrator(s)' knowledge of Indian Education for All, with a "High" dropdown. Question D asks for a rating of teachers' knowledge of Indian Education for All, with a "High" dropdown. A "Next" button is at the bottom right. The footer of the form says "FormIndianEducation".

**Indian Education**

2007-2008  
Beaverhead (CO 01)  
Dillon Elementary (SS 0199)  
Dillon Elem (LE 0005)  
Dillon Middle School (SC 0008)

Click to Select

Law | Board Policy | Curriculum And Instruction | Professional Development | Needs | Other | Student Achievement

**Purpose:** This annual report will provide the Office of Public Instruction with information on school and district efforts to implement the requirements of MCA 20-1-501, Indian Education For All, and assist the OPI in planning for future staff development and technical assistance delivery options across the state. Each fall a summary of this report will be made available on the OPI website upon completion of the Annual Data Collection submission and analysis cycle.

A. Does your district have a board-approved policy about implementing MCA 20-1-501, Indian Education For All? Yes

B. On a scale of Low-Medium-High, rate your board member(s)' knowledge of MCA 20-1-501, Indian Education for All. Medium

C. On a scale of Low-Medium-High, rate your administrator(s)' knowledge of Indian Education for All. High

D. On a scale of Low-Medium-High, rate your teachers' knowledge of Indian Education for All. High

Next

FormIndianEducation

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## Tabs:

Law – entire text

Board Policy – collect information on implementation of requirements

Curriculum and Instruction – level of content integration into lessons and materials/resources used

Professional Development – has staff received Indian Ed for All professional development

Needs - for effective implementation of Indian Ed for All

Other – plans for 2007-08 funding, list 2006-07 activities

Student Achievement – district plans for using 2007-08 American Indian Student Achievement funding

## Technology Use Report

- Required by Federal Technology Grant
- Questions have changed from last year
- Helpful in targeting OPI resources for staff development and technical assistance
- Important to ensure each computer is counted only once.

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Federal reporting requires the OPI to report the number of computers per school and on their connectivity to the Internet.

The OPI recognizes that computers are used across grade levels and districts; however you will need to make a determination as to how to report your computers so that each computer is only counted once.

Possible methods for reporting shared computers are:

Determine the number of computers per school using a percentage of use formula.

Divide the total number of computers in the district evenly across the schools in the district.


Any other method that ensures each computer is only counted once within the district.

There is a question asking how your computers access the internet: hardwired or wireless access.

If you have some of each, select the one that applies to most of your computers.





# Technology Survey



Click to Select

**2007-2008**  
**Beaverhead (CO 01)**  
**Dillon Elementary (SS 0199)**  
**Dillon Elem (LE 0005)**  
**Dillon Middle School (SC 0008)**

**Purpose:** This annual report will provide the Office of Public Instruction with the necessary information for Federal reporting requirements and assist the OPI in planning for future staff development and technical assistance delivery options across the state. Please provide accurate and unduplicated counts for the specific school you are reporting on. Duplicated counts may negatively impact technology funding or program eligibility.

Federal reporting requirements require that OPI report the number of computers per school. OPI recognizes that computers are used across grade levels and Districts. However, some determinations must be made by the district as to how to report the computers. Possible ways to determine how to report shared computers are:  
 1. Determine the number of computers per school using a percentage of use formula. Or  
 2. Divide the total number of computers in the district evenly across the schools in that district. Or  
 3. Another method as determined locally.  
 \*\*\*\* Regardless of the method used, do not report any one computer more than once\*\*\*\*

How many computers in your school are used primarily by Students:	<input type="text" value="35"/>	How many computers in your school are used primarily by Teachers:	<input type="text" value="22"/>
---	---------------------------------	---	---------------------------------

For each set of computers listed above (Student and Teacher), how many of them are connected to the Internet by the following Connection Types?

Student Computer Internet Access Type:	Teacher Computer Internet Access Type:
Dial Up Internet Access <input type="text" value="0"/>	Dial Up Internet Access <input type="text" value="0"/>
High Speed (Broadband) Internet Access <input type="text" value="35"/>	High Speed (Broadband) Internet Access <input type="text" value="22"/>
No Internet Access <input type="text" value="0"/>	No Internet Access <input type="text" value="0"/>

What is the primary (or only) way that computers inside the school building connect to the Internet?

Has the district fully integrated technology into the district curriculum through implementing the Montana Technology Content and Performance Standards as of December 31, 2006?

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Technology Survey screen

## **Personnel Recruitment and Retention**

- Completed at the District Level
- Used by the OPI, the University system and districts to understand, project and help alleviate staff shortages
- May be used in near future to assist Board of Public Education with setting criteria to use for implementation of critical teacher shortage teacher loan forgiveness legislation

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For the 2007-2008 hiring cycle, we want to know how many openings existed in each subject, support or administrative area.

The information collected through this survey will help identify shortage areas and provide data for efforts to address the shortages.

Data collected for recruitment of teachers, support staff and administrators includes subject, difficulty in hiring, the number of openings, and how many were due to retirement.

The retention surveys collect information on why people left and rate the degree of influence those factors had on the people who left.

## Personnel Recruitment and Retention

**Recruitment and Retention**

2007-2008  
**Beaverhead (CO 01)**  
**Dillon Elementary (SS 0199)**  
**Dillon Elem (LE 0005)**  
**All Schools (SC %)**

Click to see your Recruitment and Retention Report with all areas listed.

**To start, select survey area below:**

- Recruitment - Teachers
- Recruitment - Support Staff/Administrators
- Recruitment - Special Education
- Retention - Reasons for leaving position
- Retention - Financial influences
- Retention - Other influences

Click below to edit existing Items:

General Area	More Specific	Response	Comment	Openings	Retirements
Teachers	Social Studies	very hard - no applicants		1	0
Reasons for leaving position	Higher salaries elsewhere	strong influence			
Reasons for leaving position	Taking positions in other districts in state	strong influence			
Financial influences	Low salaries	strong influence			
Other influences	Other - Please comment	strong influence	wanted mo		

frmRecruitmentRetention2

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You must click on Save for each record before going on to the next area in which you had an opening.

## Distance Learning Report

- Required by Administrative Rules
- All districts must complete
- Private and commercial providers are required to register with OPI through our web registration

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Accreditation Standard 10.55.907 requires that school district's receiving and or providing distance, online or technology delivered learning report to the Office of Public Instruction (OPI) each fall. The report gathers basic information about the providers of distance, online or technology delivered learning currently working in Montana, the Montana school districts utilizing those resources and the facilitation of the courses at the district level.

The text of the law has been included on the first tab for your convenience.

If the answer to question 1 on Tab A is Yes, you will need to answer the questions on Tabs B and C.

If the answer is No, Tabs B and C will be hidden; you will not need to complete them.

If the answer to question 6 on Tab D is Yes, you will need to complete Tab E.

If the answer is No, Tab E will be hidden; you will not need to complete it.

# Distance Learning

Distance Learning

2007-2008  
Beaverhead (CO 01)  
Dillon Elementary (SS 0199)  
Dillon Elem (LE 0005)  
All Schools (SC %)

Click to Select

ARM Tab A Tab B Tab C Tab D

Purpose: This annual report will provide the Office of Public Instruction with the necessary information to meet the requirements of 10.55.907 ARM - Distance, Online, and Technology Delivered Learning -- Revised March 2004.

1. Does the district utilize distance learning to fulfill elementary or middle school basic education program requirements and/or high school graduation requirements as provided for in 10.55.907 ARM? Yes

Next

frmDistanceLearning

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## TABS:

ARM – text of the law

Tab A – does your school use distance learning – if NO, Tabs B and C are hidden

Tab B – facilitators (are they provided and trained)

Tab C – provider information

Tab D – does your school provide distance learning to other schools in MT

## Testing Coordinators

- Need to keep testing coordinator contact information up-to-date for Assessment.
- Form is pre-filled with the most current data that OPI has
- Make any changes and check box to confirm you have reviewed the data

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The district test coordinator is the person responsible for the successful communication, coordination, materials distribution/return, training, and administration of statewide testing.

This screen will be pre-filled with the test coordinator information we currently have on file.

Please make any necessary corrections then check the box confirming you have reviewed the entry.

# Test Coordinators

Check  
Here

**Test Coordinators**

2007-2008  
Beaverhead (CO 01)  
Dillon Elementary (SS 0199)  
Dillon Elem (LE 0005)  
All Schools (SC %)

Click to Select

Please enter the test coordinator for the district. This is the person responsible for the successful communication, coordination, and administration of statewide testing.

☒ I have reviewed and confirmed or corrected this information

First Name	Carol	E-mail	cskiles@dillonelem.k12.mt.us
Last Name	Skiles	Phone	(406) 683-4311
Title	Special Programs Director		
Postal Name	Dillon Elementary School Dist #10		
Delivery Address	225 East Reeder	Mailing Address	225 East Reeder
City	Dillon	City	Dillon
State	MT	State	MT
Zip	59725-	Zip	59725-

frmTestCoordinators

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If the information is incorrect, make any necessary changes.

When the information is correct and complete, check the box at the top indicating you have reviewed and confirmed the information.

If you make changes and then change your mind, use the 'Esc' key to return the form to its original state.

## Submit

- Program will give a pre-submittal report to let you know if your data is incomplete.
- **Once you submit, you will not be able to make changes. Contact next level in the hierarchy for changes.**
- Submit hierarchy:
  - Schools submit to Districts
  - Districts submit to Counties
  - Counties submit to OPI
  - Special Ed Coops submit to OPI

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Once you have submitted, the software will review your data for completeness and create a Preliminary Accreditation Report, listing any deviations from the Montana Accreditation Standards.



# Submit Work

The screenshot shows a software window titled "Submit Work" with a blue title bar. Inside the window, there is a list of items to submit: "2007-2008", "Beaverhead (CO 01)", "Dillon Elementary (SS 0199)", "Dillon Elem (LE 0005)", and "All Schools (SC %)". To the left of this list is a "Click to Select" button with a hand icon. To the right is a button with a right-pointing arrow. Below the list is a large white rectangular area containing the text "Submitting district Dillon Elem to Beaverhead County." in blue. At the bottom of this area is a button labeled "Preview Work Prior to Submittal:". Below the preview button is a "Submit Work" button. The bottom-left corner of the window displays the text "frmSubmit".


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Submit screen

# Required Corrections Report



Linda McCulloch, Superintendent  
Office of Public Instruction  
Assessment Division  
PO Box 20250  
Helena MT 59620-0250

REQUIRED CORRECTIONS - ADC  
APPLICATION 2007-2008 School Year

Beaverhead  
Dillon Elementary  
Dillon Elem  
All Schools

Required Corrections

The following items must be complete before you can Submit your data to the OPI. Print this report and use it as a checklist for completing your data entry.

Dillon Elem	District
Distance Learning - If you answered YES to question 1, question 2 cannot be left blank.	
Distance Learning - If you entered YES to #1, you must provide at least 1 Company/District on Table C.	

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If there are missing data items, a required corrections report will be displayed. You must review the report and correct all the items noted before resubmitting.

## Preliminary Accreditation Report

- Based on submitted data
- Provides preliminary report used in OPI accreditation decisions
- Follow instructions for notifying OPI of changes or corrections

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**This report is the only notification you will receive regarding your preliminary accreditation status.**

The OPI will make the listed recommendation to the Board of Public Education unless you respond by the deadline shown on the report.

Please follow the instructions on the report for contacting the OPI regarding identified deviations.

This report is automatically generated as soon as you have successfully submitted your data.

You can also access this report by going to the main menu and choosing the Reports button.

Preliminary Accreditation report is the second item in the Reports menu.

Double click to preview and print the report.

## Processing Status

## Who Can Modify?

- |                                |                  |
|--------------------------------|------------------|
| • Ready for Data Entry         | All              |
| • Submitted to District Office | District, County |
| • Submitted to Co. Supt.       | County           |
| • Submitted to the OPI         | OPI Staff        |

## **What happens next with the data**

- Quality educator payment
- Accreditation status
- Used for CCD reporting
- Eden reporting
- Special Ed staff report
- NCLB Report Card

## Mail to OPI

- Authorized Signatures and Checklist
  - Print and sign it or sign sheet in packet
- School Calendar
- Master Schedule

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Send the following three items to OPI:

- 1) Authorized Signatures and Checklist (signed)
- 2) Your school calendar
- 3) Your school/district Master Schedule

## Summary: What do I need to do?

- 1) Complete all the data entry items in order
- 2) Review all your reports
- 3) Submit
- 4) Send Authorized Signatures Page, School Calendar, and Master Schedule to OPI
- 5) Review Preliminary Accreditation Report
- 6) Notify OPI of any corrections
- 7) Check the Quality Educator Payment report (in 24 hours)

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Congratulations, you have completed data entry and performed a successful 'Submit.'

Print copies of each report for your own records and to forward to your District office, and/or County Superintendent.

Please do not send the paper copies of the reports to the OPI.

**School** users can change only their own school records and **submit to their district user**.

**District** users can change their own school and district records and **submit to the county superintendent**.

**County** users can change school and district records for their counties, and **submit to the OPI**.

**Special Education Coop** users can change only their own special education coop records and **submit to the OPI**.

## PowerPoint Presentation

- Available on the OPI Website:
  - <http://www.opi.mt.gov/ad>





## **Heads Up: Fall 2007 -- US Census School District Review Project (SDRP)**

- Every two years OPI coordinates updates to US Census school district map boundaries.
- These school district maps are used to determine poverty counts that are used to generate Title I Allocations and other federal funding.
- OPI contacts County Superintendents to review maps and submit corrections. OPI must submit changes to US Census by December 1.

- **Boundary Changes** – The focus of the SDRP project:
  - Name changes
  - Grade level changes
  - Annexations, consolidations
    - Simple – One district is completely absorbed by another
    - Complex – More than one district is receiving territory.
    - Territory Transfers
- **Boundary Corrections** – We'd also like to address these problems:
  - The boundary is incorrect
    - TIGER Files
    - US Census is updating roads (map accuracy) across the country. Montana's update is not complete yet.
    - All the Census layers need to fit together. For example:
      - Montana roads and rivers need to connect to Idaho, Wyoming and North Dakota.
      - What is mapped as Helena in the School district layer, needs to match what is mapped for Helena in the other layers collected by US Census.

## What you can do?

- Go to the US Census American Factfinder Website and review the US Census school district boundary (2004) they have in place for your school to determine if it is correct. See handout for detailed instructions.
- Look for official email from OPI on this project. Once the OPI receives information from US Census, we will post the pdf versions of the 2006 maps on the OPI website.
- Contact Linda Atwood at [latwood@mt.gov](mailto:latwood@mt.gov) or 406 444-6712 if corrections need to be made.

# Montana Cadastral Project

- Montana Cadastral Project (Montana Department of Administration) <http://gis.mt.gov/>
  - Gathering legal descriptions of school districts
  - Uses different reference points (USGS based, not TIGER(roads))
  - Department of Admin will want to keep their maps up to date too
- Eventually, The Department of Administration and the OPI would like to work together to ensure the maps are in sync.



Now I'm going to turn the rest of the training over to Andy and Sara. After a 15-minute break they will give you an update on the AIM (Achievement in Montana) system and how it will benefit schools and districts. The project was funded by the 2005 legislature and was determined to be an essential component of Montana's effort to design and implement a high-quality education data system.

# Thank You!



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If questions arise after this training, please don't hesitate to contact me at OPI.  
My phone # is (406) 444-2410, email: [kcrogan@mt.gov](mailto:kcrogan@mt.gov)